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AUTHOR Metz, A. Stafford; Fleischman, Howard L.
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ABSTRACT

These data on teacher turnover in 1968-69 are based on responses from a sample of principals of U.S. public schools surveyed in spring 1970. The survey utilized a sample of 1,205 local public schools representative of 81,000 such schools in districts with enrollments of 300 or more. The population of public schools sampled was stratified by three characteristics: school level, location, and enrollment size. The document presents a description of the results and supportive tables in answering the following questions: How many teachers separated from public schools? Did teachers separate at the same rates from schools of different levels and in different locations? How many teachers were added to public schools? How do teacher additions and separations compare? How do teacher turnover rates in the present survey compare with those of earlier surveys? How many schools had teacher separations? How many schools had teacher additions? Included as appendixes are a description of the general methodology of the survey, a description of the sampling reliability, and a copy of the questionnaire used for this report. (JA)

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Teacher Turnover in Public Schools Fall 1968 to Fall 1969

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by

A. Stafford Metz
National Center for
Educational Statistics
Office of Education

and

Howard L. Fleischman
Scientific Educational Systems, Inc.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

This report on teacher turnover in public schools between fall 1968 and fall 1969 was developed by the National Center for Educational Statistics (NCES), U.S. Office of Education (USOE) for, and in cooperation with, the National Center for the Improvement of Educational Systems, also of USOE.

This publication is one of a series based on the data from the School Staffing Survey, conducted by NCES in 1970 after the completion of a pilot survey in 1969. Reports prepared from the 1969 pilot survey include the following Office of Education publications: Specialized Reading Instruction in Public Schools, Fall 1968, DHEW No. (OE) 72-73; The Availability of Pupil Personnel Specialists to Public Schools, Fall 1968, DHEW No. (OE) 72-35; Specialized Instruction for Gifted Pupils in the Public Schools, Fall 1968, DHEW No. (OE) 72-28. The following Office of Education reports are based on the full-scale 1970 survey: Counselors in Public Schools, Spring 1970, DHEW No. (OE) 73-11106; Staffing Characteristics of Public Elementary and Secondary Schools, Spring 1970 (in process); and Teachers of the Handicapped in Local Public Schools, Spring 1970 (in process).

The School Staffing Survey was developed and directed by Leslie J. Silverman and A. Stafford Metz of the Educational Manpower Statistics Branch, NCES, under the supervision of Boyd Ladd, Assistant Director for Statistical Development, NCES. The sample design, estimation procedures, data collection, and tabulation were conducted under contract by Westat, Inc., Rockville, Md. Subsequent analysis was carried out under contract by Scientific Educational Systems, Inc., Silver Spring, Md.

Dorothy M. Gilford
Assistant Commissioner for
Educational Statistics

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INTRODUCTION

How many teachers[1/] in public schools in fall 1968 no longer taught in the same school in fall 1969? How many did not teach at all in fall 1969? What kinds of schools had large proportions of teachers leaving? These are among the questions given statistical consideration in this report. The numbers and rates of teachers leaving and being added to public elementary and secondary schools in the United States are examined for schools in large cities, in metropolitan areas outside large cities, and in all remaining areas in the 50 States. Statistics on teachers leaving the profession are of special importance because they indicate the need for hiring teachers for replacement.

The data on teacher turnover in 1968-69 are based on responses from a sample of principals of local U.S. public schools surveyed in spring 1970. The survey utilized a sample of 1,205 local public schools representative of the 81,000 such schools in districts with enrollments of 300 or more. The population of public schools sampled was stratified by three characteristics: school level, location, and enrollment size. (See the appendixes for details of the survey methodology.)

In certain instances, comparisons are made in this report between the present survey and three other surveys which present data on aspects of teacher turnover for earlier years:

1959-60 — U.S. Office of Education, Teacher Turnover in Public Elementary and Secondary Schools, 1959-60, Circular No. 675, by Frank Lindenfeld (Washington, D.C., U.S. Government Printing Office, 1963). This survey utilized the school district, rather than the individual school, as the sampling unit.

1956-66 — National Education Association, Research Division. The Data in this survey on teacher additions are unpublished with the exception of the figures for "total additions" and teachers who "taught in a school in another district during preceding year" (published in The American Public School

1/ Throughout the report, "teachers" refers to full-time classroom teachers.

Teacher, 1965-66, Research Report R-4, 1967).

1966-67 National Education Association, Research Division, Teacher Mobility and Loss, Research Bulletin, Vol. 46, No. 4, (Washington, D.C., National Education Association, December 1968). This survey provided data on teacher separations.

HOW MANY TEACHERS SEPARATED FROM PUBLIC SCHOOLS?

An estimated 358,900 teachers separated from public schools during the period between fall 1968 and fall 1969. Teachers who separated include those who left to teach in other schools (in the same or different school districts) and those who did not teach full time following separation; i.e., were "lost to the profession."

The 358,900 teachers who separated represented 19 percent of the estimated 1,864,400 public school teachers in fall 1968. Of the teachers who separated, 188,700, or 10 percent of all teachers, left to teach in another school (4 percent in another school in the same district and 6 percent in a school in another district). Approximately 122,100 teachers, or 7 percent, did not teach following separation. In addition, there were 48,100, or 3 percent of all teachers, whose teaching status after separation was unknown (table 1). (Because of rounding, these percentages do not add to the 19-percent total.)

Table 1.--Teacher separations: Fall 1968-fall 1969

Type of separation	Teachers in all public schools	
	Number	Percent of total teachers
Total teachers	1,864,400	--
Total separations	358,900	19
Taught in another school following separation	188,700	10
In same district	76,800	4
In another district	111,800	6
Did not teach in another school following separation	122,100	7
Teaching status after separation unknown	48,100	3

NOTES.--Detail may not add to total and subtotals because of rounding.

Data in this table include teachers in combined schools with both elementary and secondary grades.

In 1959-60, 8 percent of all teachers were lost to the profession (no figure was reported for "teaching status after separation unknown"). Assuming that some proportion of the teachers whose teaching status after separation was unknown in 1968-69 actually did not teach after separation, the rate of loss to the profession would be about as large in 1968-69 as in 1959-60.

DID TEACHERS SEPARATE AT THE SAME RATES FROM SCHOOLS OF DIFFERENT LEVELS AND IN DIFFERENT LOCATIONS?

The rates of teacher separations for elementary and secondary schools are similar, 20 and 18 percent, respectively. The elementary and secondary school rates are also similar (not more than 2 percentage points apart) for the different types of separation considered--separation to teach in another school (in the same or a different district) and departure from the teaching profession (table 2).

Table 2.--Teacher separations, by school level: Fall 1968-fall 1969

Type of separation	Teachers in--			
	Elementary schools		Secondary schools	
	Number	Percent of total teachers	Number	Percent of total teachers
Total teachers	960,900	--	787,100	--
Total separations	192,900	20	144,500	18
Taught in another school following separation	102,900	11	75,800	10
In same district	48,500	5	25,100	3
In another district	54,400	6	50,700	6
Did not teach in another school following separation	65,400	7	49,700	6
Teaching status after separation unknown	24,700	3	19,000	2

NOTE.--Detail may not add to totals and subtotals because of rounding.

In addition, there are only minor variations among separation rates for teachers in elementary and secondary schools in large cities, metropolitan areas outside large cities, and in all other areas (table 3).

Table 3.--Teacher separations, by school location and level: Fall 1968-fall 1969

Type of separation	School location					
	Large cities		Metropolitan areas outside large cities		All other areas	
	Number	Percent of total teachers	Number	Percent of total teachers	Number	Percent of total teachers
	Elementary schools					
Total teachers	218,500	--	322,000	--	420,500	--
Total separations	42,300	19	68,000	21	82,600	20
Taught in another school following separation	21,200	10	37,700	12	44,000	11
In same district	13,800	6	15,800	5	18,900	5
In another district	7,400	3	21,900	7	25,100	6
Did not teach in another school following separation	15,400	7	24,400	8	25,100	6
Teaching status following separation unknown	5,700	3	5,900	2	13,100	3
	Secondary schools					
Total teachers	164,900	--	273,600	--	348,600	--
Total separations	30,200	18	45,100	17	69,200	20
Taught in another school following separation	13,700	8	21,800	8	40,300	12
In same district	7,600	5	7,100	3	10,400	3
In another district	6,100	4	14,700	5	29,900	9
Did not teach in another school following separation	11,800	7	16,100	6	21,900	6
Teaching status following separation unknown	4,700	3	7,200	3	7,000	2

NOTE.--Detail may not equal totals and subtotals because of rounding.

HOW MANY TEACHERS WERE ADDED TO PUBLIC SCHOOLS?

An estimated 400,300 teachers were added to schools during the period covered by the survey (table 4). Since 358,900 teachers separated during the same period (table 1), the resulting net increase between fall 1968 and fall 1969 was an estimated 41,400 teachers.

Table 4.--Teacher additions: Fall 1968-fall 1969

Type of addition	Teachers in all public schools	
	Number	Percent of total teachers
Total teachers	1,864,400	--
Total additions	400,300	22
Taught in another school during preceding year	178,000	10
In same district	78,100	4
In another district	100,000	5
Did not teach in another school during preceding year	195,700	11
Beginning teacher	180,500	10
Reentry	13,100	1
Other	2,100	*
Teaching status before addition unknown	26,600	1

* Percent greater than zero but less than 0.5.

NOTES.--Detail may not add to total and subtotals because of rounding.
Data in this table include teachers in combined schools with both elementary and secondary grades.

Since, in the population studied, teachers who taught school following separation were the same persons as those who were added after teaching in another school during the preceding year, the number of teachers in these two categories estimated from the survey should be similar (within the limits of sampling error). In fact, the two figures are not significantly different. An estimated total of 188,700 teachers taught in another school following separation (table 1), while 178,000 taught in another school during the preceding year (table 4). Each of these figures rounds to 10 percent of all teachers.

The bulk of the 195,700 teachers who were added to schools and who were not engaged in prior teaching were beginning teachers. There were 180,500 such teachers. Reentries amounted to a considerably

smaller number, 13,100, or 1 percent of all teachers (table 4). The figure for reentering teachers may be an underestimate.[2/] The figure estimated for 1959-60 was 55,800, or 4 percent of all teachers, and the estimate for 1964-65 was 67,500, also 4 percent.

As was the case for teacher separations, rates of addition by type of addition and by school location and level are similar (tables 5 and 6).

Table 5.--Teacher additions, by school level: Fall 1968-fall 1969

Type of addition	Teachers in--			
	Elementary schools		Secondary schools	
	Number	Percent of total teachers	Number	Percent of total teachers
Total teachers	960,900	--	787,100	--
Total additions	210,700	22	165,200	21
Taught in another school during preceding year	97,500	10	69,200	9
In same district	47,800	5	27,800	4
In another district	49,700	5	41,400	5
Did not teach in another school during preceding year	104,100	11	81,700	10
Beginning teacher	94,600	10	76,700	10
Reentry	7,800	1	4,600	1
Other	1,600	*	500	*
Teaching status before addition unknown	9,100	1	14,300	2

* Percent greater than zero but less than 0.5.

NOTE.--Detail may not equal totals and subtotals because of rounding.

2/ A probable basis for an underestimate of reentries in the present survey is the fact that reentries were not asked for directly on the questionnaire. The figure was obtained from combining the "returning from leave of absence" category and selected responses from the "other additions whose previous status is known" category. See appendix C, questionnaire items B(3) and (4).

Table 6.--Teacher additions, by school location and level: Fall 1968-fall 1969

Type of addition	School location					
	Large cities		Metropolitan areas outside large cities		All other areas	
	Number	Percent of total teachers	Number	Percent of total teachers	Number	Percent of total teachers
	Elementary schools					
Total teachers	218,500	--	322,000	--	420,500	--
Total additions	43,900	20	80,100	25	86,700	21
Taught in another school during preceding year	17,800	8	39,100	12	40,500	10
In same district	11,600	5	16,700	5	19,500	5
In another district	6,300	3	22,400	7	21,000	5
Did not teach in another school during preceding year	22,400	10	38,200	12	43,500	10
Beginning teacher	20,200	9	35,300	11	39,100	9
Reentry	2,100	1	2,300	1	3,400	1
Other	100	*	500	*	1,000	*
Teaching status before addition unknown	3,600	2	2,800	1	2,700	1
	Secondary schools					
Total teachers	164,900	--	273,600	--	348,600	--
Total additions	34,000	21	54,700	20	76,500	22
Taught in another school during preceding year	14,100	9	23,500	9	31,600	9
In same district	7,800	5	10,300	4	9,700	3
In another district	6,300	4	13,200	5	21,900	6
Did not teach in another school during preceding year	17,300	11	29,200	11	35,300	10
Beginning teacher	15,900	10	27,600	10	33,100	10
Reentry	1,300	1	1,400	1	1,900	1
Other	100	*	200	*	200	*
Teaching status before addition unknown	2,600	2	2,000	1	9,600	3

* Percent greater than zero but less than 0.5.

NOTE.--Detail may not add to totals and subtotals because of rounding.

HOW DO TEACHER ADDITIONS AND SEPARATIONS COMPARE?

A comparison of the tabulations of teacher separations and additions by school level and location reveals that in 1968-69 the largest net increases in numbers of teachers occurred in metropolitan areas outside large cities for both elementary and secondary schools--a net gain for elementary schools of 12,200 and for secondary schools of 9,600. In the other two school locations, the net gain for teachers in secondary schools was greater than that for teachers in elementary schools (table 7).

Table 7.--Number of teacher additions, separations, and net change in number of teachers, by school location and level: Fall 1968-fall 1969

Turnover category and net change	School location		
	Large cities	Metropolitan areas outside large cities	All other areas
	Elementary schools		
Additions	43,900	80,100	86,700
Separations	42,300	68,000	82,600
Net change	1,600	12,200	4,000
	Secondary schools		
Additions	34,000	54,700	76,500
Separations	30,200	45,100	69,200
Net change	3,800	9,600	7,300

HOW DO TEACHER TURNOVER RATES IN THE PRESENT SURVEY COMPARE WITH THOSE OF EARLIER SURVEYS?

The data on teacher separations and additions for 1959-60, 1965-66, 1966-67, and 1968-69 are similar. (The individual surveys for these years are listed on pages 1 and 2.) The only exception is that the reentry rate is smaller in 1968-69 than in the other years for which this information is available (table 8).

Table 8.--Comparison of teacher separation and addition rates, in percent: Selected years

Separations and additions	Turnover period			
	1959-60	1965-66	1966-67	1968-69
Total separations (excluding intra-district transfers)	13	(*)	14	15
Taught in school in another district following separation	5	(*)	5	6
Did not teach in another school following separation	8	(*)	6	7
Teaching status following separation unknown	(**)	(*)	3	3
Total additions (excluding intra-district transfers)	17	20	(*)	18
Taught in school in another district during preceding year	5	7	(*)	5
Beginning teacher	8	9	(*)	10
Reentry	4	4	(*)	1
Teaching status before addition unknown	(**)	(**)	(*)	1

* Data not collected in survey.
** Data not available.

NOTE: Detail may not add to totals because of rounding.

In addition to the years covered by the three surveys used for comparison with the present study, information on teacher turnover is also available for 1967-68 from the pilot School Staffing Survey, conducted by NCES in spring 1969. For purposes of economy, the data for that survey were collected from a sample of approximately 250 schools in large cities only. The similarity of the 1967-68 and 1968-69 data tends to confirm the findings of both surveys and to suggest that they persist from year to year (table 9).

Table 9.--Comparison of teacher separation and addition rates in large cities, in percent: 1967-68 and 1968-69

Type of separation	Rates of teacher separation, in percent			
	Large cities			
	Elementary schools		Secondary schools	
	1967-68	1968-69	1967-68	1968-69
Total separations	19	19	20	18
Taught in another school following separation	8	10	10	8
Did not teach in another school following separation	11	7	11	7
Teaching status after separation unknown	*	3	*	3

Type of addition	Rates of teacher addition, in percent			
	Large cities			
	Elementary schools		Secondary schools	
	1967-68	1968-69	1967-68	1968-69
Total additions	20	20	22	21
Taught in another school during preceding year	8	8	7	9
Did not teach in another school during preceding year	12	10	12	11
Teaching status before addition unknown	*	2	*	2

* In the 1969 pilot School Staffing Survey, teachers whose teaching status after separation was unknown were classified with teachers not teaching following separation. Also, teachers whose teaching status before addition was unknown were classified with teachers not teaching school during the preceding year.

HOW MANY SCHOOLS HAD TEACHER SEPARATIONS?

An estimated 12,400 schools (15 percent of the 81,000 schools represented in the present survey) had no teachers separating during the period covered. However, over 19,000 schools (nearly one-quarter of all schools) had 30 percent or more of their teachers leaving during the 1-year period. (Thirty percent will be used in this report as the criterion for a "high" separation rate.) The median separation rate for all schools was 17 percent (table 10).

Table 10.--Public schools with different percentages of teacher separations, and median school teacher separation rate: Fall 1968-fall 1969

School teacher separation category	All public schools	
	Number	Percent of total schools
Total public schools	81,000	100
Public schools with no teachers separating	12,400	15
Public schools with one or more teachers separating	68,100	84
1-9 percent of teachers separating	12,400	15
10-19 percent of teachers separating	23,200	29
20-29 percent of teachers separating	13,300	16
30 percent or more of teachers separating	19,200	24
Median school teacher separation rate		17%

NOTES.--Detail may not equal totals and subtotals because of rounding and omission of a small number of schools that did not respond to the item.

Data in this table include combined schools with both elementary and secondary grades.

By school level, the median separation rates were similar, 16 percent for elementary schools and 18 percent for secondary schools. The proportion of schools with "high" separation rates, however, was somewhat larger for elementary than for secondary schools (table 11).

Table 11.--Public schools with different percentages of teacher separations, and median school teacher separation rates, by school level: Fall 1968-fall 1969

School teacher separation category	School level			
	Elementary		Secondary	
	Number	Percent	Number	Percent
Total public schools	56,900	100	20,200	100
Public schools with no teachers separating	9,700	17	2,000	10
Public schools with one or more teachers separating	46,700	82	18,200	90
1-9 percent of teachers separating	8,700	15	2,900	14
10-19 percent of teachers separating	15,700	28	6,400	31
20-29 percent of teachers separating	8,000	14	5,100	25
30 percent or more of teachers separating	14,400	25	3,900	20
Median school teacher separation rate		16%		18%

NOTE.--Detail may not add to totals and subtotals because of rounding and a small number of nonresponses.

When school separation rates are examined by school location, no consistent differences are evident within each school level (table 12, opposite).

HOW MANY SCHOOLS HAD TEACHER ADDITIONS?

An estimated 26 percent of schools had 30 percent or more teacher additions and another 21 percent of schools had 20-29 percent (table 13). These proportions are somewhat larger than are those for schools with equivalent separation rates, 24 and 16 percent respectively (table 10). The larger proportion of schools with "high" addition rates reflects the net increase noted previously in the number of teachers from fall 1968 to fall 1969.

Table 12.--Public schools with different percentages of teacher separations, and median school teacher separation rates, by school location and level: Fall 1968-fall 1969

School teacher separation category	School location					
	Large cities		Metropolitan areas outside large cities		All other areas	
	Number	Percent of total schools	Number	Percent of total schools	Number	Percent of total schools
	Elementary schools					
Total public schools	8,600	100	16,700	100	31,600	100
Public schools with no teachers separating	900	10	2,100	13	6,700	21
Public schools with one or more teachers separating	7,600	89	14,600	87	24,500	78
1-9 percent of teachers separating	2,000	23	3,300	19	3,500	11
10-19 percent of teachers separating	2,200	25	4,300	26	9,200	29
20-29 percent of teachers separating	1,600	18	2,400	14	4,000	13
30 percent or more of teachers separating	1,900	22	4,600	28	7,800	25
Median school teacher separation rate	17%		17%		16%	
	Secondary schools					
Total public schools	2,600	100	5,500	100	12,100	100
Public schools with no teachers separating	100	5	200	3	1,700	14
Public schools with one or more teachers separating	2,500	95	5,300	97	10,400	86
1-9 percent of teachers separating	600	22	1,200	21	1,100	9
10-19 percent of teachers separating	900	33	1,900	35	3,600	30
20-29 percent of teachers separating	600	23	1,400	26	3,000	25
30 percent or more of teachers separating	500	18	800	14	2,700	22
Median school teacher separation rate	17%		17%		19%	

NOTE.--Detail may not equal totals and subtotals because of rounding and a small number of nonresponses.

Table 13.--Public schools with different percentages of teacher additions, and median school teacher addition rate: Fall 1968-fall 1969

School teacher addition category	All public schools	
	Number	Percent of total schools
Total public schools	81,000	100
Public schools with no teachers added	11,700	15
Public schools with one or more teachers added	68,800	85
1-9 percent of teachers added	13,000	16
10-19 percent of teachers added	18,000	22
20-29 percent of teachers added	16,800	21
30 percent or more of teachers added	21,100	26
Median school teacher addition rate		19%

NOTES.--Detail may not equal total and subtotal because of rounding and a small number of nonresponses.

Data in this table include combined schools with both elementary and secondary grades.

The addition rates for elementary and secondary schools are quite similar (table 14).

Table 14.--Public schools with different percentages of teacher additions, and median school teacher addition rates, by school level: Fall 1968-fall 1969

School teacher addition category	School level			
	Elementary		Secondary	
	Number	Percent of total schools	Number	Percent of total schools
Total public schools	56,900	--	20,200	--
Public schools with no teachers added	9,000	16	2,000	10
Public schools with one or more teachers added	47,400	83	18,200	90
1-9 percent of teachers added	9,200	16	2,800	14
10-19 percent of teachers added	12,600	22	5,000	25
20-29 percent of teachers added	11,300	20	4,800	24
30 percent or more of teachers added	14,300	25	5,500	27
Median school teacher addition rate	18%		20%	

NOTE.--Detail may not equal totals and subtotals because of rounding and a small number of nonresponses.

Addition rates, like separation rates, showed no consistent differences by school location within school level (table 15).

Table 15.--Public schools with different percentages of teacher additions, and median school addition rates, by school location and level: Fall 1968-fall 1969

School teacher addition category	School location					
	Large cities		Metropolitan areas outside large cities		All other areas	
	Number	Percent of total schools	Number	Percent of total schools	Number	Percent of total schools
	Elementary schools					
Total public schools	8,600	100	16,700	100	31,600	100
Public schools with no teachers added	1,200	14	1,900	12	5,900	19
Public schools with one or more teachers added	7,300	85	14,800	88	25,300	80
1-9 percent of teachers added	1,400	16	3,000	18	4,800	15
10-19 percent of teachers added	2,200	26	2,500	15	7,800	25
20-29 percent of teachers added	1,700	20	4,400	26	5,300	17
30 percent or more of teachers added	2,000	23	5,000	30	7,400	23
Median school teacher addition rates	18%		22%		16%	
	Secondary schools					
Total public schools	2,600	100	5,500	100	12,100	100
Public schools with no teachers added	100	5	200	4	1,700	14
Public schools with one or more teachers added	2,500	95	5,200	96	10,400	86
1-9 percent of teachers added	500	21	1,100	20	1,200	10
10-19 percent of teachers added	600	23	1,400	26	3,000	25
20-29 percent of teachers added	800	29	1,400	26	2,700	22
30 percent or more of teachers added	600	23	1,300	24	3,600	30
Median school teacher addition rates	21%		20%		21%	

NOTE.--Detail may not equal totals and subtotals because of rounding and a small number of nonresponses.

SOURCE TABLES

Table A.--Full-time teachers in public schools, fall 1968, and teacher separations from public schools, fall 1968 to fall 1969, by teaching status following separation and by level and location of school: 50 States and D.C.

Teaching status following separation	All schools*	Elementary schools				Secondary schools			
		Total	Large cities	Metropolitan areas outside large cities	All other areas	Total	Large cities	Metropolitan areas outside large cities	All other areas
Total teachers in public schools, fall 1968	1,864,416	960,917	218,512	321,951	420,455	787,094	164,884	273,586	348,623
Total separations from public schools, fall 1968 to fall 1969	358,914	192,908	42,326	67,955	82,627	144,492	30,199	45,116	69,177
Percent of teachers	19.3	20.1	19.4	21.1	19.6	18.4	18.3	16.5	19.8
Taught in another school following separation	188,657	102,878	21,238	37,686	43,954	75,790	13,685	21,802	40,303
Percent of teachers	10.1	10.7	9.7	11.7	10.5	9.6	8.3	8.0	11.6
Percent of total separations	52.6	53.3	50.2	55.4	53.2	52.4	44.3	48.4	58.3
Taught in another school in same district	76,811	48,499	13,840	15,771	18,888	25,076	7,592	7,107	10,378
Percent of teachers	4.1	5.0	6.3	4.9	4.5	3.2	4.6	2.6	3.0
Percent of total separations	21.4	25.1	32.7	23.2	22.9	17.3	25.1	15.8	15.0
Taught in a school in another district	111,846	54,379	7,398	21,915	25,066	50,714	6,093	14,695	29,925
Percent of teachers	6.0	5.7	3.4	6.8	6.0	6.4	3.7	5.4	8.6
Percent of total separations	31.2	28.2	17.5	32.2	30.3	35.1	20.2	32.6	43.3
Did not teach in another school following separation	122,146	65,376	15,383	24,386	25,606	49,734	11,779	16,091	21,864
Percent of teachers	6.6	6.8	7.0	7.6	6.1	6.3	7.1	5.9	6.3
Percent of total separations	34.0	33.9	36.3	35.9	31.0	34.4	39.0	35.7	31.6
Changed to a nonteaching job in education field	12,631	5,379	1,808	1,444	2,128	6,704	1,518	2,285	2,901
Percent of teachers	0.7	0.6	0.8	0.4	0.5	0.8	0.9	0.8	0.8
Percent of total separations	3.5	2.8	4.3	2.1	2.6	4.6	5.0	5.1	4.2
Changed to a job outside education field	23,747	8,262	2,070	3,004	3,187	13,678	2,646	4,279	6,753
Percent of teachers	1.3	0.9	1.0	0.9	0.8	1.7	1.6	1.6	1.9
Percent of total separations	6.6	4.3	4.9	4.4	3.9	9.5	8.8	9.5	9.8
Left teaching for marriage, pregnancy, or family reasons	17,976	12,530	1,137	5,540	5,852	5,431	700	2,111	2,619
Percent of teachers	1.0	1.3	0.5	1.7	1.4	0.7	0.4	0.8	0.3
Percent of total separations	5.0	6.5	2.7	8.2	7.1	3.8	2.3	4.7	3.8
Leave of absence	21,795	12,523	5,145	4,819	2,558	8,187	3,562	3,106	1,519
Percent of teachers	1.2	1.3	2.4	1.5	0.6	1.0	2.2	1.1	0.4
Percent of total separations	6.1	6.5	12.2	7.1	3.1	5.7	11.8	6.9	2.2

Retired	31,529	18,079	3,492	6,366	8,221	10,726	2,452	2,194	6,080
Percent of teachers	1.7	1.9	1.6	2.0	2.0	1.4	1.5	0.8	1.7
Percent of total separations	8.8	9.4	8.2	9.4	10.0	7.4	8.1	4.9	8.8
Other	14,468	8,663	1,731	3,213	3,660	5,008	901	2,116	1,992
Percent of teachers	0.8	0.9	0.8	1.0	0.9	0.6	0.5	0.8	0.6
Percent of total separations	4.0	4.5	4.1	4.7	4.4	3.5	3.0	4.7	2.9
Teaching status after separation unknown	48,111	24,654	5,705	5,883	13,067	18,968	4,735	7,223	7,010
Percent of teachers	2.6	2.6	2.6	1.8	3.1	2.4	2.9	2.6	2.0
Percent of total separations	13.4	12.8	13.5	8.7	15.8	13.1	15.7	16.0	10.1

* Teachers in combined schools, with both elementary and secondary grades, are included in the totals but not in the detail by school level.

NOTES.--Detail may not add to totals because of rounding.

All data in this table are estimates based upon a sample of schools. See appendix B for a statement of the reliability of the estimates.

Large cities include 130 cities with 100,000 or more population in 1960 census.

Metropolitan areas outside large cities include the remainders of the Standard Metropolitan Statistical Areas in which these large cities are located.

All other areas include all remaining areas of the 50 States.

Table B.--Full-time teachers in public schools, fall 1968, and teacher additions to public schools, fall 1968 to fall 1969, by teaching status prior to addition and by level and location of school: 50 States and D.C.

Teacher status prior to addition	All schools*	Elementary schools				Secondary schools			
		Total	Large cities	Metropolitan areas outside large cities	All other areas	Total	Large cities	Metropolitan areas outside large cities	All other areas
Total teachers in public schools, fall 1968	1,864,416	960,917	218,512	321,951	420,455	787,093	164,884	273,586	348,623
Total additions to public schools, fall 1968 to fall 1969	400,300	210,554	43,897	80,107	86,650	165,190	34,021	54,677	76,493
Percent of teachers	21.5	21.9	20.1	24.9	20.6	21.0	20.6	20.0	21.9
Taught in another school during preceding year	178,037	97,487	17,844	39,144	40,499	69,193	14,099	23,476	31,616
Percent of teachers	9.6	10.2	8.2	12.2	9.6	8.8	8.5	8.6	9.1
Percent of total additions	44.5	46.3	40.6	48.9	46.7	41.9	41.4	42.9	41.3
Taught in another school in same district	78,087	47,763	11,555	16,712	19,496	27,781	7,765	10,291	9,724
Percent of teachers	4.2	5.0	5.3	5.2	4.6	3.5	4.7	3.8	2.8
Percent of total additions	19.5	22.7	26.3	20.9	22.5	16.8	22.8	18.8	12.7
Taught in a school in another district	99,950	49,724	6,289	22,432	21,003	41,412	6,334	13,185	21,892
Percent of teachers	5.4	5.2	2.9	7.0	5.0	5.3	3.8	4.8	6.3
Percent of total additions	25.0	23.6	14.3	28.0	24.2	25.1	18.6	24.1	28.6
Did not teach school during preceding year	195,708	104,060	22,421	38,182	43,457	81,740	17,304	29,188	35,250
Percent of teachers	10.5	10.8	10.2	11.9	10.3	10.4	10.5	10.7	10.1
Percent of total additions	48.9	49.4	51.1	47.7	50.2	49.5	50.9	53.4	46.1
Beginning teacher	180,485	94,602	20,199	35,349	39,054	76,655	15,923	27,607	33,125
Percent of teachers	9.7	9.8	9.2	11.0	9.3	9.7	9.7	10.1	9.5
Percent of total additions	45.1	44.9	46.0	44.1	45.1	46.4	46.8	50.5	43.3
Reentry	13,130	7,824	2,092	2,344	3,387	4,626	1,328	1,391	1,909
Percent of teachers	0.7	0.8	1.0	0.7	0.8	0.6	0.8	0.5	0.6
Percent of total additions	3.3	3.7	4.8	2.9	3.9	2.8	3.9	2.5	2.5
Other or teaching status prior to preceding year unknown	2,093	1,634	130	489	1,016	459	53	190	216
Percent of teachers	0.1	0.2	0.1	0.2	0.2	0.1	(**)	0.1	0.1
Percent of total additions	0.5	0.8	0.3	0.6	1.2	0.3	0.2	0.3	0.3
Teaching status before addition unknown	26,555	9,107	3,632	2,781	2,694	14,257	2,618	2,013	9,627
Percent of teachers	1.4	0.9	1.7	0.9	0.6	1.8	1.6	0.7	2.8
Percent of total additions	6.6	4.3	8.3	3.5	3.1	8.6	7.7	3.7	12.6

* Teachers in combined schools, with both elementary and secondary grades, are included in the totals but not in the detail by school level.

** Percent more than zero but less than 0.05.

NOTES.--Detail may not add to totals because of rounding.

All data in this table are estimates based upon a sample of schools. See appendix B for a statement of the reliability of the estimates.

Large cities include 130 cities with 100,000 or more population in 1960 census.

Metropolitan areas outside large cities include the remainders of the Standard Metropolitan Statistical Areas in which these large cities are located.

All other areas include all remaining areas of the 50 States.

Table C.--Public schools with different percentages of teacher separations, fall 1968 to fall 1969, by level and location of school: 50 States and D.C.

Number of schools with different percentages of separations	All schools*	Elementary schools				Secondary schools			
		Total	Large cities	Metropolitan areas outside large cities	All other areas	Total	Large cities	Metropolitan areas outside large cities	All other areas
Total public schools	81,016	56,930	8,602	16,739	31,589	20,220	2,637	5,475	12,109
Public schools with no teachers separating	12,400	9,701	903	2,100	6,698	2,012	128	184	1,699
Percent of total schools	15.4	17.0	10.6	12.3	21.5	9.9	4.9	3.4	14.0
Public schools with one or more teachers separating	68,133	46,745	7,617	14,639	24,489	18,209	2,509	5,291	10,408
Percent of total schools	84.1	82.1	88.5	87.5	77.5	90.1	95.1	96.6	86.0
0.1-9.9 percent of teachers separating	12,415	8,708	1,955	3,257	3,497	2,852	567	1,174	1,111
Percent of total schools	15.4	15.3	22.9	19.0	11.2	14.1	21.5	21.4	9.2
10.0-19.9 percent of teachers separating	23,244	15,715	2,199	4,335	9,181	6,352	863	1,902	3,587
Percent of total schools	28.9	27.6	25.8	25.3	29.4	31.4	32.7	34.7	29.6
20.0-29.9 percent of teachers separating	13,297	7,964	1,574	2,398	3,992	5,071	604	1,433	3,034
Percent of total schools	16.5	14.0	18.5	14.0	12.8	25.1	22.9	26.2	25.1
30.0 percent or more of teachers separating	19,177	14,358	1,889	4,649	7,819	3,934	475	782	2,676
Percent of total schools	23.8	25.2	22.2	27.1	25.1	19.5	18.0	14.3	22.1
Public schools with one or more teachers who taught in another school following separation	52,587	35,017	5,770	11,787	17,461	15,164	2,128	4,322	8,713
Percent of total schools	64.9	61.5	67.1	70.4	55.3	75.0	80.7	78.9	72.0
0.1-9.9 percent of teachers separating	21,158	13,462	2,700	4,808	5,955	6,672	1,226	2,094	3,352
Percent of total schools	26.3	23.6	31.7	28.1	19.1	33.0	46.5	38.2	27.7
10.0-19.9 percent of teachers separating	17,126	11,905	1,795	3,955	6,154	4,140	620	1,308	2,211
Percent of total schools	21.3	20.9	21.1	23.1	19.7	20.5	23.5	23.9	18.3
20.0-29.9 percent of teachers separating	7,608	4,690	553	1,656	2,482	2,654	206	741	1,707
Percent of total schools	9.4	8.2	6.5	9.7	8.0	13.1	7.8	13.5	14.1
30.0 percent or more of teachers separating	6,695	4,960	722	1,368	2,870	1,698	76	179	1,443
Percent of total schools	8.3	8.7	8.5	8.0	9.2	8.4	2.9	3.3	11.9
Public schools with one or more teachers who did not teach in another school following separation	53,205	34,622	6,193	11,161	17,269	15,626	2,329	4,837	8,461
Percent of total schools	65.7	60.8	72.0	66.7	54.7	77.3	88.3	88.3	70.0

0.1-9.9 percent of teachers separating	31,317	19,072	3,759	6,948	8,365	10,784	1,600	3,976	5,209
Percent of total schools	38.9	33.5	44.1	40.5	26.8	53.3	60.7	72.6	43.0
10.0-19.9 percent of teachers separating	14,074	9,007	1,740	2,112	5,156	3,774	624	797	2,354
Percent of total schools	17.5	15.8	20.4	12.3	16.5	18.7	23.7	14.5	19.4
20.0-29.9 percent of teachers separating	6,287	5,460	490	1,769	3,201	806	87	42	676
Percent of total schools	7.8	9.6	5.8	10.3	10.3	4.0	3.3	0.8	5.6
30.0 percent or more of teachers separating	1,527	1,083	204	332	547	262	18	22	222
Percent of total schools	1.9	1.9	2.4	1.9	1.8	1.3	0.7	0.4	1.8

* Combined schools, with both elementary and secondary grades, are included in the totals but not in the detail by school level.

NOTES.--Detail may not add to totals because of rounding.

All data in this table are estimates based upon a sample of schools. See appendix B for a statement of the reliability of the estimates.

Large cities include 130 cities with 100,000 or more population in 1960 census.

Metropolitan areas outside large cities include the remainders of the Standard Metropolitan Statistical Areas in which these large cities are located.

All other areas include all remaining areas of the 50 States.

Table D. --Public schools with different percentages of teacher additions, fall 1968 to fall 1969, by level and location of school: 50 States and D.C.

Number of schools with different percentages of additions	All schools*	Elementary schools				Secondary schools			
		Total	Large cities	Metropolitan areas outside large cities	All other areas	Total	Large cities	Metropolitan areas outside large cities	All other areas
Total public schools	81,016	56,930	8,602	16,739	31,589	20,220	2,637	5,475	12,109
Public schools with no teachers added	11,718	9,013	1,192	1,936	5,885	2,026	125	236	1,665
Percent of total schools	14.6	15.8	14.0	11.3	18.9	10.0	4.8	4.3	13.8
Public schools with one or more teachers added	68,815	47,434	7,329	14,803	25,302	18,193	2,511	5,239	10,443
Percent of total schools	84.9	83.3	85.2	88.4	80.1	90.0	95.2	95.7	86.2
0.1-9.9 percent of teachers added	12,954	9,208	1,417	2,953	4,838	2,816	541	1,090	1,185
Percent of total schools	16.1	16.2	16.6	17.2	15.5	13.9	20.5	19.9	9.8
10.0-19.9 percent of teachers added	17,957	12,560	2,227	2,500	7,833	5,034	610	1,429	2,995
Percent of total schools	22.3	22.1	26.1	14.6	25.1	24.9	23.1	26.1	24.7
20.0-29.9 percent of teachers added	16,816	11,320	1,693	4,369	5,258	4,845	762	1,430	2,653
Percent of total schools	20.9	19.9	19.9	25.5	16.9	24.0	28.9	26.1	21.9
30.0 percent or more of teachers added	21,088	14,346	1,992	4,981	7,373	5,498	598	1,290	3,610
Percent of total schools	26.2	25.2	23.4	29.1	23.6	27.2	22.7	23.6	29.8
Public schools with one or more teachers added who taught in another school during the previous year	50,349	32,927	5,485	11,634	15,808	15,175	2,077	4,423	8,674
Percent of total schools	62.1	57.8	63.8	69.5	50.0	75.0	78.8	80.8	71.6
0.1-9.9 percent of teachers added	19,866	11,920	2,682	4,496	4,741	7,140	1,028	2,077	4,035
Percent of total schools	24.7	20.9	31.5	26.2	15.2	35.3	39.0	37.9	33.3
10.0-19.9 percent of teachers added	16,351	10,230	1,681	3,956	4,593	5,503	820	1,692	2,991
Percent of total schools	20.3	18.0	19.7	23.1	14.7	27.2	31.1	30.9	24.7
20.0-29.9 percent of teachers added	6,857	5,720	705	1,411	3,604	1,069	153	381	535
Percent of total schools	8.5	10.0	8.3	8.2	11.6	5.3	5.8	7.0	4.4
30.0 percent or more of teachers added	7,275	5,057	417	1,771	2,870	1,463	76	273	1,113
Percent of total schools	9.0	8.9	4.9	10.3	9.2	7.2	2.9	5.0	9.2
Public schools with one or more teachers added who did not teach in another school during previous year	58,818	39,363	6,193	12,693	20,477	16,585	2,403	4,897	9,286
Percent of total schools	72.6	69.1	72.0	75.8	64.8	82.0	91.1	89.4	76.7

0.1-9.9 percent of teachers added	23,669	14,613	2,503	4,932	7,178	7,349	1,119	2,241	3,990
Percent of total schools	29.4	25.7	29.4	28.8	23.0	36.3	42.4	40.9	32.9
10.0-19.9 percent of teachers added	21,329	15,123	2,125	4,354	8,644	5,699	885	1,719	3,095
Percent of total schools	26.5	26.6	24.9	25.4	27.7	28.2	33.5	31.4	25.6
20.0-29.9 percent of teachers added	7,504	4,813	1,094	1,518	2,201	2,454	231	745	1,478
Percent of total schools	9.3	8.5	12.8	8.9	7.1	12.1	8.8	13.6	12.2
30.0 percent or more of teachers added	6,316	4,814	471	1,889	2,454	1,083	168	192	723
Percent of total schools	7.8	8.5	5.5	11.6	7.9	5.4	6.4	3.5	6.0

* Combined schools, with both elementary and secondary grades, are included in the totals but not in the detail by school level.

NOTES.--Detail may not add to totals because of rounding.

All data in this table are estimates based upon a sample of schools. See appendix B for a statement of the reliability of the estimates.

Large cities include 130 cities with 100,000 or more population in 1960 census.

Metropolitan areas outside large cities include the remainders of the Standard Metropolitan Statistical Areas in which these large cities are located.

All other areas include all remaining areas of the 50 States.

APPENDIXES

A. GENERAL METHODOLOGY
B. SAMPLING RELIABILITY
C. QUESTIONNAIRE ITEMS USED FOR THIS REPORT

APPENDIX A
GENERAL METHODOLOGY

Source of Data

The source of data for this report is the School Staffing Survey conducted in the spring of 1970 by the National Center for Educational Statistics, USOE, for, and in cooperation with, USOE's National Center for the Improvement of Educational Systems. The former National Center for Educational Research and Development supported the spring 1969 pilot survey, which preceded the 1970 survey.

Design of the Survey

Data on teacher turnover were collected in spring 1970 from a survey sample of 1,205 public elementary and secondary schools, representative of the Nation's 81,000 local public schools, by 3 strata:

1. School level
   a. Elementary
   b. Secondary
2. School location
   a. Large cities (the 130 cities with 100,000 or more population as of the 1960 census)
   b. Metropolitan areas surrounding large cities
   c. All other areas of the 50 States.
3. Five enrollment size groups.

This was a subsample of the total School Staffing Survey sample of 4,400 schools. Schools in systems enrolling fewer than 300 pupils were excluded from the survey. These systems contained about 10 percent of all schools but less than 2 percent of all pupils in public schools. Approximately 85 percent of the 1,205 schools in the subsample returned usable forms and are the basis for estimates of the populations of schools and pupils.

The data in this report were gathered from the principal of each school or from a member of his immediate staff.

APPENDIX B
SAMPLING RELIABILITY

Because the data in this report are derived from a sample, they are subject to sampling variability. The sampling error is a measure of sampling variability such that the chances are about 2 in 3 that an estimate from the sample and the result of a survey of all schools using the same procedures would differ by less than the sampling error. The sampling error does not include systematic error or bias in the data which might affect the data in a complete survey. These notes describe the method for deriving approximate measures of sampling errors for data presented in this report.

Sampling error for percent of schools with teacher separations and additions

Table A shows estimates of sampling error, in percent, for estimates of the percent of schools of a given level and location having teacher separations and additions.

Example: It is estimated from source table C that 25 percent of elementary schools had 30 percent or more of teachers separating. From appendix table i, the estimated sampling error of an estimate of 25 percent of elementary schools is 3.1 percentage points.

Sampling error for number of schools with teacher separations and additions

Estimates of the number of schools at a given level and location having a specified characteristic (i.e., teachers separating) are subject to the same relative sampling error as the corresponding percent of schools with the same characteristic. The relative sampling errors are calculated from the data provided in table i.

Example: It is estimated from source table C that 14,400 elementary schools had 30 percent or more teachers separating. The estimated percent of schools corresponding to this is 25 percent, there being a total of 56,900 elementary schools. The sampling error on the 25 percent estimate derived from table i is 3.1

percent, and the relative sampling error is 3.1÷ 25, or 12.4 percent. Therefore, the relative sampling error of the estimated number of schools is taken as 12.4 percent, and the sampling error as 12.4 percent of 14,400, or 1,786 (1,800 when rounded to nearest 100).

Table i.--Estimated sampling errors, in percent, for estimates of the percent of schools with teacher separations and additions, by level and location of school

Level and location of school	Estimated percent of schools				
	2 or 98	5 or 95	10 or 90	25 or 75	50
All schools	0.7	1.2	1.7	2.5	2.9
Elementary schools	0.9	1.6	2.2	3.1	3.6
Large cities	0.7	1.2	1.7	2.5	2.8
Metropolitan areas outside large cities	1.4	2.4	3.3	4.7,	5.5
All other areas	1.5	2.5	3.4	4.9	5.6
Secondary schools	1.1	1.9	2.6	3.7	4.3
Large cities	0.7	1.2	1.6	2.3	2.7
Metropolitan areas outside large cities	1.5	2.6	3.5	5.1	5.9
All other areas	1.6	2.7	3.7	5.4	6.2

Sampling error for number of teacher separations and additions

This section presents procedures for determining estimates of sampling error for estimates of the number of teacher separations or additions according to school level and location. Estimates of sampling error are found by reference to the percent of schools that have teachers separating and being added. The relative sampling error for the percent of schools is used for determining the sampling error and is found by referring to table ii under the appropriate percent of schools column and school level and location row (interpolate for percent of schools when necessary).

Example: The estimated number of total teachers separating in elementary schools was 192,900 (source table A). It is seen from source table C that an estimated 82 percent of all 56,900 elementary schools reported

teachers separating. Therefore, an estimate of the total number of teachers in elementary schools separating is subject to an approximate relative sampling error of 6.5 percent (appendix table ii by interpolation). The relative sampling error in this example, 6.5 percent, when applied to the estimate of 192,900 teachers separating (.065 X 192,900) gives a sampling error of about 12,539 teachers.

Table ii.--Estimated relative sampling errors, in percent, for estimates of numbers of teachers separating and being added, by level and location of school

Level and location of school	Estimated percent of schools reporting the item					
	05	10	25	50	75	100
All schools	25.7	17.9	10.8	6.9	5.1	3.8
Elementary schools	35.6	24.8	14.9	9.6	7.0	5.2
Large cities	31.5	21.9	13.2	8.5	6.8	4.6
Metropolitan areas outside large cities	61.8	43.0	25.9	16.7	12.2	9.0
All other areas	61.8	43.1	26.0	16.7	12.2	9.0
Secondary schools	36.7	25.6	15.4	9.9	7.2	5.4
Large cities	30.6	21.3	12.8	8.3	6.0	4.5
Metropolitan areas outside large cities	60.8	42.4	25.5	16.4	12.0	8.9
All other areas	63.3	44.1	26.6	17.1	12.5	9.3

Sampling error for percent of teacher separations and additions

Sampling errors for percent of teacher separations or additions can be estimated by using the relative sampling error provided in appendix table ii.

Example: The percent of teaching staff in secondary schools that taught in another school following separation was 10 percent (source table A). Source table C shows that an estimated 90 percent of all 20,200 secondary schools reported teachers separating. Therefore, an estimate of the percent of teachers separating is subject to an approximate relative sampling error of 6.1

percent (appendix table ii, by interpolation). The relative sampling error in this example, 6.1 percent, when applied to the 10 percent estimate of teaching staff in secondary schools that taught in another school following separation, gives a sampling error of 0.6 percent (.061 X .10).

APPENDIX C
QUESTIONNAIRE ITEMS USED FOR THIS REPORT

The following items from the School Staffing Survey (Form Z) provided the basic data for this report:

13. CHANGES IN THE FULL-TIME TEACHING STAFF FROM FIRST FALL REPORT DATE 1968 TO FALL REPORT DATE 1969.

1. These questions apply only to FULL-TIME teachers in this school.

2. Exclude:
A. Persons PART-TIME in this school whose regular assignment is teaching.
B. Guidance counselors and other non-teaching professional staff members.
C. Teachers with assignment to more than one school.
D. Teachers of adult and post-secondary classes.

3. The purpose of these questions is to calculate the rate of teacher turnover.

	Number of Teachers
A. Total FULL-TIME teachers, as of first Fall report date, 1968 (not this past Fall, but Fall a year ago)	
B. Additions: (Include all those who started work after the first Fall report date, 1968, through, but not after, the first Fall report date, 1969	
(1) New teachers (i.e., those who have never had a full-time teaching assignment before).	
(2) Teachers in another school last year:	
a) in this school district	
b) in another school district	
(3) Teachers returning from leave of absence which began before the first Fall report date, 1968	
(4) Other additions whose previous status is known (specify) _____	
(5) Other additions whose previous status is unknown	
(6) Total ADDITIONS [(1) + (2) + (3) + (4) + (5)]	
C. Separations: (Include only those on the staff on the first Fall report date, 1968, who left your school before the first Fall report date, 1969	
(1) Leave of absence	
(2) Changed to teaching job in another school:	
a) in this school district	
b) in another school district	
(3) Changed to a non-teaching job in education field	
(4) Changed to a job outside of education field	

(5) Retired . . . . . _____

(6) Deceased . . . . . _____

(7) Other separations whose reason for leaving is known (specify) _____ . . . . . _____

(8) Other separations whose reason for leaving is unknown . . . . . _____

(9) Total SEPARATIONS [(1) + (2) + (3) + (4) + (5) + (6) + (7) + (8)] _____

D. Total FULL-TIME teachers, as of the first Fall report date, 1969 . . _____
(Should equal line 13.A plus Total Additions [13-B-(6)] minus Total Separations [13-C-(9)]).

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